

## Key Learning in Reading

### Y1

Reading is at the heart of all we do at Audley Infant School. Developing pleasure and a love for reading across classrooms is a golden thread running through our school curriculum and a tool to promoting wellbeing. We develop pupils' spoken language and wider understanding of language, have a systematic approach to phonics and early reading that integrates both decoding and comprehension. We develop fluency in reading to support understanding, and use high-quality, thought-provoking texts to expose pupils to an ambitious English curriculum, with a key focus on vocabulary expansion. Reading, writing, and spoken language are the springboards to life-improving opportunities.

#### The curriculum

The National Curriculum and Lancashire Red Rose Phonics underpin the reading curriculum at Audley Infant School. Our reading curriculum consists of the two dimensions: word reading and comprehension (both listening and reading) which are taught with equal importance throughout the whole school.

We begin with teaching children to read through systematic synthetic phonics, using the Lancashire Red Rose Phonics programme, in order that they can begin to read to learn through our whole school approach to develop reading skills. Our ultimate aim is for children to progress through their Audley journey developing from a beginning reader to a mature independent reader with an ever-increasing passion for reading and a love for books.

These statements have been taken from the Lancashire *Key Learning in Reading* document and are taken from the National Curriculum 2014 programmes of study.

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Word Reading	Comprehension
<ul style="list-style-type: none"> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge.</li> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to grapheme for the 44 phonemes.</li> <li>• Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.</li> <li>• Read accurately by blending sounds in unfamiliar words.</li> <li>• Read common exception words, noting tricky parts (see below).</li> <li>• Read words containing –s, -es, -ing, -ed, -er, -est endings.</li> <li>• Split two and three syllable words into the separate syllables to support blending for reading.</li> <li>• Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</li> <li>• Develop fluency, accuracy and confidence by re-reading books.</li> <li>• Read more challenging texts using phonics and common exception word recognition.</li> </ul>	<p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</li> <li>• Relate texts to own experiences.</li> <li>• Recognise and join in with language patterns and repetition.</li> <li>• Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>• Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</li> <li>• Enjoy and recite rhymes and poems by heart.</li> <li>• Make personal reading choices and explain reasons for choices.</li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>• Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>• Activate prior knowledge e.g. what do you know about minibeasts?</li> <li>• Check that texts make sense while reading and self-correct.</li> <li>• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>• Give opinions and support with reasons e.g. I like the Little Red Hen because she...</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li> <li>• Identify and discuss the main events in stories.</li> <li>• Identify and discuss the main characters in stories.</li> <li>• Recall specific information in fiction and non-fiction texts.</li> <li>• Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</li> <li>• Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.</li> <li>• Make basic inferences about what is being said and done.</li> <li>• Make predictions based on what has been read so far.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>• Listen to what others say.</li> <li>• Take turns.</li> </ul>